


<p>Year: 11 Subject: Textiles</p>	<p>Curriculum Intent: Students will be working towards fulfilling the requirements of the AQA Art and Design GCSE specification with a focus on the Textiles area of work. In year 11, the focus will be on completing the sustained project, selecting work from other projects which will combine to form a portfolio counting for 60% of the assessment outcome which is called component 1. This year will include an exam project culminating in a 10 hour examination period where student will produce their outcomes. This is component 2 and will count for the final 40% of their assessment.</p>			
	<p>Term 1 <i>Component 1 - NEA</i></p>	<p>Term 2 <i>Component 2-Externally set assignment</i></p>	<p>Term 3 <i>Component 2 -Externally set assignment</i></p>	
<p>Topic Titles (in order of delivery)</p>	<p>Progress made towards the completion of the NEA.</p>	<p>1. Select from the starting points released from AQA in January. Students choose their own starting point from the range given.</p>	<p>1. Progress towards planning their Externally set assignment and undertaking their exam in the given 10 hours.</p>	
<p>Key knowledge / Retrieval topics</p>	<p>Students will use the knowledge and skills acquired during year 9 and 10 to build their response using the full range of materials and techniques. These include:</p> <ul style="list-style-type: none"> • Research and analysis skills. • Drawing skills. • Understanding fibres and fabrics. • Knowledge of fibres and fabrics relevant to there are of work. • Decoration techniques and embellishments. • Construction techniques. 	<ul style="list-style-type: none"> • Research and analysis skills. • Drawing skills. • Understanding fibres and fabrics. • Knowledge of fibres and fabrics relevant to there are of work. • Decoration techniques and embellishments. • Construction techniques. 	<ul style="list-style-type: none"> • Research and analysis skills. • Drawing skills. • Understanding fibres and fabrics. • Knowledge of fibres and fabrics relevant to there are of work. • Decoration techniques and embellishments. • Construction techniques. 	
<p>Understanding / Sequence of delivery</p>	<p>Having learnt and used a variety of skills and techniques already, students can now choose what they feel is most appropriate and successful. Students are also encouraged to build upon their skill level to add challenge.</p>	<p>Research and analysis of the work of artists and designers is necessary to be able to be influenced by them in this task. Students must also research their chosen stimuli to investigate potential areas of further interest prior to designing and making.</p>	<p>When students have completed the stages in term 2 (could be in different order, dependant of the process of the individual student), they should be planning to construct their final outcome in the given time for the exam.</p>	

Assessment

	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
Marks	Develop ideas through investigations, demonstrating critical understanding of sources.	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Record ideas, observations and insights relevant to intentions as work progresses.	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
24 Convincingly	An exceptional ability to effectively develop ideas through creative and purposeful investigations.	An exceptional ability to thoughtfully refine ideas with discrimination.	An exceptional ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.
23 Clearly	An exceptional ability to engage with and demonstrate critical understanding of sources.	An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.		An exceptional ability to demonstrate understanding of visual language.
22 Adequately				
21 Just				
20 Convincingly	A highly developed ability to effectively develop ideas through creative and purposeful investigations.	A highly developed ability to thoughtfully refine ideas.	A highly developed ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.
19 Clearly	A highly developed ability to demonstrate critical understanding of sources.	A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.		A highly developed ability to demonstrate understanding of visual language.
18 Adequately				
17 Just				
16 Convincingly	A consistent ability to effectively develop ideas through purposeful investigations.	A consistent ability to thoughtfully refine ideas.	A consistent ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A consistent ability to competently present a personal and meaningful response and realise intentions.
15 Clearly	A consistent ability to demonstrate critical understanding of sources.	A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.		A consistent ability to demonstrate understanding of visual language.
14 Adequately				
13 Just				
12 Convincingly	A moderate ability to effectively develop ideas through purposeful investigations.	A moderate ability to thoughtfully refine ideas.	A moderate ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A moderate ability to competently present a personal and meaningful response and realise intentions.
11 Clearly	A moderate ability to demonstrate critical understanding of sources.	A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.		A moderate ability to demonstrate understanding of visual language.
10 Adequately				
9 Just				
8 Convincingly	Some ability to develop ideas through purposeful investigations.	Some ability to refine ideas.	Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.
7 Clearly	Some ability to demonstrate critical understanding of sources.	Some ability to select and experiment with appropriate media, materials, techniques and processes.		
6 Adequately				
5 Just				
4 Convincingly	Minimal ability to develop ideas through investigations.	Minimal ability to refine ideas.	Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Minimal ability to present a personal and meaningful response and realise intentions.
3 Clearly	Minimal ability to demonstrate critical understanding of sources.	Minimal ability to select and experiment with appropriate media, materials, techniques and processes.		Minimal ability to demonstrate understanding of visual language.
2 Adequately				
1 Just				

